SEN information report

Formally adopted by the Governing Board of:-	**Bressingham Primary School**
On:-	**September 2026**
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Chair of Governors:	**Diane Perry-Yates**
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Special Educational Needs and Disabilities (SEND)

Welcome to our SEND information report which is part of the **Norfolk Local Offer** for learners with Special Educational Needs and Disabilities (SEND). The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about arrangements for SEND, read our SEND policy.

1. Who is the school special educational needs coordinator (SENCO for short), what is their role and how do I contact them?

Hello, my name is Miss Strange, and I am the SENCo at Bressingham Primary. I have 2 years' experience in this role and have completed National professional Qualification for Special Educational Needs Co-ordinators (NPQSENCO). I am also the EYFS teacher, and I am in school every day.

The best way to contact me is via email, as during the day I might be teaching, or in meetings. The email address is info@bressingham.norfolk.sch.uk

If you would like to call me, please use the school phone number: 01379 687318.
I will always try to make time to see you, especially if there is something urgent, but please be mindful that I am still teaching and might only have a few minutes at these points.

My role as SENCO involves many areas:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with SEND and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- keeping up to date with SEND developments in Norfolk and nationally and liaising with external agencies.
- Supporting with and completing referral paperwork.

I look forward to working with you to support you and your family. Navigating through the SEND world can be challenging, especially if you are new to understanding your child's needs and the services and the systems that are in place.

We have written this information report to help you answer some of the common questions and give you all the information you might need in one place.

Here at Bressingham Primary we are an inclusive mainstream school, and we strive to support all our pupils and their families to the best of our ability. Our expectation is that children with SEND will receive an education that enables them to make progress so that they achieve their best and become confident, independent learners. To do that, we know that working together will have the greatest impact on your child and your family.

We look forward to working with you on this journey.

2. What is a Special Educational Needs and Disability?

Having a special need can mean that your child has a diagnosis of some sort like autism, but you don't need a diagnosis to have a special need. Some children won't ever need a formal assessment, but they might need some extra support in school to be the best that they can be.

This might be help with a ramp if they have a physical disability, some speech and language support in small groups or the use of some resources to help them when they are unsettled like ear defenders or sensory tools. Not all children who have interventions (like additional support and/or groups) or use resources will have a special need. The Code of Practice 2015 defines SEN as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning that the majority of others the same age,

or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children can be on the SEND register for a short period of time or can remain on a list if they continue to have a significant difficulty or a disability which is affecting their learning or their development. By development we mean their ability to be independent and care for themselves or their social and behavioural skills as well as their learning.

3. How do you identify a child who has SEND and what is the graduated response?

You know your child better than anyone. You know if there is a family history of SEND or if your child didn't reach certain milestones.

One route of identification is through you raising your concerns. The other route is identification from the class teacher, or any adult working with your child. All of our staff are trained in SEND and recognise the importance of identifying SEND early and putting in place effective provision quickly. Our staff are very good at identifying additional needs through observations. But to make sure no one is missed, our identification of SEND is built into our monitoring of all children when we do pupil progress meetings with teachers and the senior leadership team.

This helps us to see any pupils whose progress:

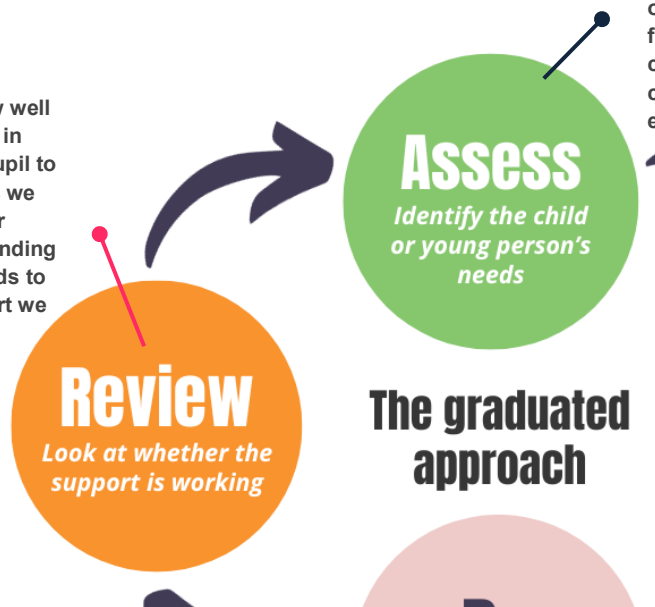
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require additional support. In our school we use the Norfolk Inclusive Practice Framework: https://www.schools.norfolk.gov.uk/article/79254/Norfolk-Inclusive-Practice-Framework

The journey we take is the same whether concerns were raised by yourselves or a professional and we follow the graduated response or APDR cycle.
For more information on the graduated response you can watch this one minute video **here**.

There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances which can result in limited attendance. Or perhaps because they have a special educational need.

There are a lot of 'mights' and 'coulds' within our diagram. This is because we have to look at each child, as they are, as an individual. No two children are the same and therefore the APDR approach might be different. Some children will need a few cycles of the same ring to monitor and support them; other children might need to be fast tracked as they require further specialist support, but each child gets the graduated response according to their need. Some children might continue to struggle but many children will respond really well to support and no longer need to follow this cycle. Children on the SEND register, which is a register that we use to more closely monitor children, is shared with Norfolk but no personal data is shared. Children can, and do, come off the SEND register after a few rounds of intervention and support as they no longer have a barrier but other children might need further specialist support or assessment and may need an EHCP to help them access mainstream learning. Some children might have a Special need or disability for the rest of their life.



Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

4. What are the four categories of SEND?

When we have discussed your child's SEND need and they are on our SEND register, we will have to classify what category of SEND they come under. There are four categories.

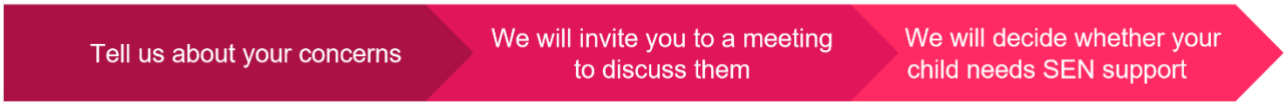
When we talk about the categories, we talk about the main need that your child has. For example, a child with speech and language difficulties might have fallen behind in their learning and be struggling with their feelings as they are getting frustrated. We could say that they are in the first 3 categories, but communication and interaction is the main need and is causing the other two issues. However, some children can have more than one main category.

Communication and Interaction	**Cognition and learning**	**Social, emotional and mental health**	**Sensory and/or physical needs**
Speech, language and communication needs (SLCN) Developmental language disorder (DLD) Autism (ASD),	Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) Global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)	Attention deficit hyperactivity disorder (ADHD) (ADD), depression, eating disorders, attachment disorder Trauma	Vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy

5. What do I do if I think my child has SEND?

You might already be aware of your child's SEND needs. You may have noticed certain issues at home that haven't been raised in school yet and you are concerned about your child's learning or development. Or, it could be that a teacher has raised some concerns with you. Whatever stage of the journey you are on it is best to make contact with us sooner rather than later. We will do the same with you.

The best person to contact is your child's class teacher. Let them know what referrals have already been done, what history there might be in the family with regard to SEND and share your concerns or observations. You know your child best and the class teacher is the next adult that will spend the most time with them. They can let you know if they have the same concerns or keep a closer eye on any concerns you might have raised.



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's class teacher, phone the school or email info@bressingham.norfolk.sch.uk

They will pass the message on to our SENCO, Miss Strange, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and create a learning plan which you will receive a copy of.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

6. What is the SEND data for Bressingham Primary School in the year 26/27? (as of September 2026)

	Children on SEN support (K)	**Children with EHCPs**
Bressingham Primary	11.2%	1.4%
Nationally	19.5%	4.1%

For more information about the number of SEND children in Norfolk you can look **here.**

The table below shows the percentage of children in the school in each category. Please note that this indicates primary need i.e. the child's main need. Many children have a secondary need like children with a physical hearing difficulty may also have a communication and interaction difficulty. These numbers show primary needs only. Some children will have needs in all 4 categories.

Communication and interaction	4.9%
Cognition and learning	1.4%
Social, emotional and mental health	4.9%
Sensory and physical needs	0.0%

7. My child has SEND, how will the school support them?

Most of our pupils have their needs met as part of high-quality teaching. All of our children, regardless of SEND stage, have access to our curriculum and events. Teachers adapt what they do and have different approaches to meet the different needs of children in their class.

All teachers are teachers of SEND and we aim to keep children in the classroom for as much as possible ensuring that they have personalised learning arrangements and access to a range of interventions.

Children identified as SEND (and some children who have not yet been put on the register) will have a personalised learning plan. These targets are evaluated and set termly so that we can see the progress that children are making. Reviews involve the pupil, the family and other professionals where this is appropriate.

Some children with SEND might require small group intervention or 1-1 support depending on their need.

The role of the SENCO is to support teachers with planning and adapting lessons to meet the needs of pupils with SEND.

Examples of our ordinarily available provision can be found below:

<table>
<tr><th colspan="2">Universal provision</th></tr>
<tr><th>Communication and interaction</th><th>Cognition and Learning</th></tr>
<tr><td>• Use of declarative language when appropriate (no demand).
• Short simple instructions.
• Tasks broken down into smaller steps.
• Use name first before question/instruction.
• Allow longer processing time.
• Seating place in class i.e. near front or near exit; paired with suitable peer.
• Daily timetable, visible so all children know what is happening during the day.
• Warning of changes to routines.
• Visual timetable.
• Pupil passport, completed at the start of the year.
• Off-white background on whiteboard.
• Limited choices e.g. this or this, you choose
• Support with transitions.
• Providing reasons and opportunities for children to communicate</td><td>• Tasks broken down into small achievable chunks; simplified instructions.
• Longer processing time.
• Adult checking pupil understanding.
• Planned grouping of children for peer / adult support, as appropriate.
• Prompting and cueing from adults.
• Concrete resources e.g. numicon, base ten.
• Word banks, writing frames, sentence starters.
• Scaffolded worksheets/pre-prepared formats.
• Multi-sensory approaches and visual cues.
• Spelling aids (word lists, sound charts, key vocab lists).
• Handwriting aids (alphabet, letter formation mats).
• Use of timer.
• Post-its/notepads/mini-whiteboard.
• No cold-calling, to reduce anxiety.
• Nessy and Times Tables Rockstars
• Little Wandle keep up and Numberstacks.
• Spelling / maths fluency prompts</td></tr>
<tr><th>SEMH</th><th>Sensory and Physical</th></tr>
<tr><td>• 5 trusted adults identified at the start of the year.
• Zones of Regulation and strategies.
• Modelling use of emotional language.
• Daily visual / written timetables on the board</td><td>• Movement breaks.
• Sensory circuits
• Handouts/stickers of titles to save lengthy title writing
• Scribe to avoid extensive handwriting.</td></tr>
</table>

• Consistent routines – structure and predictability • Time to talk with a trusted adult. • Worry box/book/monster. • Taught relaxation strategies. • Support during unstructured times (break and lunch) when needed. • Opportunities for mindfulness	• Fiddle aids available. • Selection of pens/pencils/pencil grips. • Subtitles used on videos when appropriate e.g. in assembly. • Enlarged copies of handouts. • Ear defenders • Chewies

The majority of learners with SEND will have their needs met this way. Some may require additional support and outside agencies.
This might involve:

- Speech & Language Therapist
- Occupational/Physiotherapist
- Educational Psychologist
- Clinical Psychologist
- Advisory support teacher
- Paediatrician
- Virtual Sensory Support
- Support from specialist school staff
- Specialist ASD support teacher

Some children will manage very well in a mainstream school with only a few adjustments, others will need additional adults or intervention to help them, and some may require an Education Health and Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan (EHCP).

Each child with an EHCP will have a:

- SEND Learning Plan: A document containing a pupil profile and a detailed action plan listing the goals and provision to meet the SEN.
- A positive behaviour plan, if appropriate.

Some children will need to have a more specialised approach to meet their more severe SEND needs. To meet these needs, we may be able to apply for additional funding and use this to support children with more specialised resources, adult support, and personalised assessment pathways.

Information on SEND budgets can be found here:
https://www.norfolk.gov.uk/article/40745/SEN-funding-for-schools

8. Does my child need an EHCP? What is an EHCP?

An EHCP stands for Education, Health, Care Plan. An education, health and care (EHC) plan is for children and young people aged up to 25 who have complex special educational needs and disabilities and who need more support than is available through special educational needs support.

Some children will require an EHCP, but this is the furthest ring on our Graduated Response diagram, and we only request one if we feel that your child really needs this support at Bressingham Primary School and/or to support them for their next phase of education.

Parents can request an EHCP, but we hope that you will take our advice and work with us. If your child really needs this level of support, we will work with you to ensure that the request is not turned down and all the evidence is correctly submitted to ensure you get the outcome you need.

For more advice on EHCPs you can read the Norfolk Local Offer Information. We also advise parents to do their own research and get impartial free advice from SENDIASS, which is a charity that supports families whose children have SEND.

9. What other services or types of support are there available to my child and how do I get them?

Sometimes, when a child continues to make less than expected progress despite evidence-based support and interventions, we seek advice and support from specialist agencies such as:

- Education Services (e.g. Team around the school (TAS) meetings, the virtual school, EPS, Inclusion team)
- Health Services (e.g. Speech and Language, Just one Number)
- Social Care Services (e.g. Early Help, Family support)
- Other agencies or charities (Benjamin foundation

We always involve parents in any decision to involve specialists and ask for your consent to refer to their service.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments
- ask for a service to be delivered
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

You can self-refer to many of these services. More information can be found by contacting Just One Norfolk or calling them on just one number 0300 300 0123. Some services have to be referred through school. We will always work with you to refer to outside services and do this with your consent. We know that you want the best to help your child make more progress. Sometimes there is a wait for services. We will do our best to refer as quickly as possible as we do want your child to have the support they need. Please be aware that we may be referring multiple children (and this takes time or there may be a priority or waiting list).

10. How do you show me the progress that my child is making and that what you are doing is working?

We meet with you three times a year during your child's SEN meeting where their learning plan is reviewed and new targets are set. These are scheduled around our data input and collection times, so they really are the best time to meet with the teacher and discuss progress in detail. However, if you would like an update about your child's progress at another time talk to the class teacher.

Children are getting their progress reviewed regularly in school as part of ongoing assessment for learning. There is a combination of statutory assessments and internal assessments. At the end of the year children are assessed by their class teachers. Children who are working below the key stage assessment levels are assessed on pre key stage assessments or the engagement model.

The senior leadership team regularly check-in to see how children with SEND are doing and what progress they are making. This can be anything from if they can use the toilet independently or have started talking or how their writing is progressing.

We use our weekly updates, Arbor and the newsletter to communicate regularly with parents and share awards and work on these platforms. Where we have specific feedback or feel the need to discuss specific achievements, concerns or observations we will have an informal meeting or discussion in person or via the phone. There is nothing better than being able to ring up/catch you and let you know that your child has joined in with PE or had their first school dinner.

If your child has an EHCP, we will also arrange the Annual Review meeting. More information about the Annual Review process can be found here: The annual review - Norfolk County Council.

Our Annual reviews are person- centred meaning we focus on the needs of the child and use this to help inform next steps. Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents on your child's learning plan.

11. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

Teachers plan in Key Stage teams to ensure that lessons are exciting and accessible using a range of strategies to support all children. This includes adult support, resources to help with learning (manipulatives and visuals), scaffolded support for children or groups, check-ins, groupings, assisted technology and by setting clear expectations.

Interventions used in the school have baseline and exit assessments and are reviewed for their effectiveness. The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCo and the headteacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND.

Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

12. What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. Our ACORN agreements are our core ethos, and we have clear systems and processes so that staff can identify and respond to mental health difficulties.

We follow Kapow to support our RSE & PSHE curriculum and use supplementary resources from the PSHE association and Educator Solutions. This supports all children with mindfulness and wellbeing.

We also have a dedicated Mental Health Champion, Ms Paterson, so the wellbeing of all children, which includes our SEND children is a top priority.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual learning plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

13. What extracurricular opportunities can my child have?

At Bressingham Primary School we believe all learners are entitled to the same access to extra-curricular activities including school trips and after school clubs run within school. We are committed to making reasonable adjustments to ensure participation for all.

We may need to make additional arrangements with providers i.e. on trips to ensure that the venue has a safe quiet space for children with sensory needs or autism. We may ask parents or carers to support or give additional advice as to what has worked on outings. We might have to fill out a risk assessment and assess the level of risk, but we will always start with ensuring that all children are included and that are suitable for your child.

If you have any concerns about your child attending trips or events, please do talk to us so we can see what other support we can offer.

We also have wrap around care, like breakfast or afterschool club.

14. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Headteacher, SENDCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

Teachers have access to SEND training through online training, staff meetings and/or our staff updates. Support staff also receive training. The training that took place in the academic year 25-26: was:

- STEPS behaviour training.
- Speech and language training.
- Lego therapy
- Supporting adaptive teaching in the classroom.

We have Autism awareness training scheduled for 2025-26.

SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school or moving into a new class. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training

15. What equipment and facilities do we have for pupils with SEND?

Bressingham Primary School is a single storey building. There is a disabled toilet, and most doors are accessible, we do have a mobile ramp for the few steps we have around school to make these areas accessible.

A variety of ICT equipment is available to support all children where needed. Every class has a visual timetable and there are a range of resources and visuals to support learning including fidget tools, sensory tools, noise reduction headphones, an independent workstation and calm areas in the classroom.

16. How do we consult with parents of children with SEND

We are a small school and encourage a family approach to supporting your child, our ACORNS agreements supports collaboration and understanding.

We encourage and support parents to access the many ways we communicate with you: Tapestry, weekly updates, Arbor, parents evenings, informal conservations, reports and the termly newsletter.

We value the views of our parents and are always happy for you to contact us via the school email address info@bressingham.norfolk.sch.uk

17. What are the arrangements for consulting and involving pupils with SEND in their education?

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon.
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views
- supporting their access to an adult who can help them express their views
- ensuring staff are skilled in working with children, parents and young people

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

18. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to another class or school?

	Additional arrangements for children with SEND (examples)
From Nursery to Reception	• Swift transfer of records • Nursery or home visit • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on') • Phone calls with parents
When moving classes in school	• Transition meetings are held within school with the new class teacher and support staff. • Work with the child to prepare for the next class through: transition stories, visual supports and visits to the next setting. This will be shared with the parents to look over at home.
When moving to another school	• We will contact the school SENCO and share information about the special arrangement and support that has been made to help your child achieve their learning goals. • Swift transfer of records. • Transition meeting with the new setting. • New school invited to EHCP reviews.

Please see our admissions policy regarding admissions and SEND.

All SEND information will be passed on to a child's new school or setting and all new teachers will have handover information passed on.

19. My child also speaks another language, does this mean they have SEND?

No. Children who have another language as their main language, or mother tongue, are often referred to as having EAL (English as an additional language). This is not the same as bilingual or multilingual children whose mother tongue is also English. If a child isn't yet speaking English, they may need some interventions to support them. We often start with speaking and listening interventions in multilingual groups, but this doesn't mean they have a SEND. However, some children who are EAL will also have a SEND need. This would be the same in their mother tongue. To help us determine if a child has and SEND we follow the same procedure as described in section 3, but we might also spend more time talking to you about their reading/writing/speaking skills in their first language or give them more time to settle into English if we are unsure.

20. My child has medical needs, does this mean they have SEND?

No. A child with medical needs doesn't automatically have SEND needs. They might require some adaptations in school to help them manage their medical needs. Please see our medical needs policy for more information.
However, some children will have medical needs and SEND needs. Where this is the case, we will plan and deliver education provision in a coordinated way with their healthcare plan if they have one.

21. I think my child isn't coping and needs to go to a special school. What is out there and how do I get help with this?

All mainstream schools try to be as inclusive as possible and will make adaptations for children. Some children will thrive in this environment and some children, with severe and complex needs, might require more specialist support.

We will always attempt to support children with all types of need and support families with making the best choices for their child. This mainly includes supporting referrals to specialist provision if their child's needs are severe and complex and need more support than typically found in a mainstream setting.

Some parents are encouraged to try mainstream schools first or find it difficult to get specialist placements. Some parents don't know what is out there to support their child.

If you are concerned about your child, please speak with us. There is lots we can do to help, including giving you information about what other support is available. Some of our children have attended Specialist Resource Bases and returned to us at the end of this placement and others have gone on to special schools. Please click here for more information about special schools.

22. What if I am not happy with the support my child received in school or I want to complain about SEND provision at the school?

We always try our best to provide the best possible provision to all our children and their families. Sometimes things aren't perfect, and we do our best to listen to your views and make improvements. We encourage you to talk to us straight away if you have a concern and not to wait for the next formal opportunity to meet. It is better to look into something as soon as possible and not let it worry you or fester for too long.

Please, if you have something, whether good or bad, please talk to the class teacher or SENCo informally first. Hopefully we can resolve any issues promptly.

Please contact the following people in this order:

1. the class teacher (if you don't feel this has been resolved then contact…)
2. the SENCo (if you don't feel the issue has been resolved then please contact…)
3. the Headteacher (if you still don't feel your issue has been resolved you can contact…
4. the SEND Governor (you do this by emailing the school office who will forward your complaint on to them).

If you wish to raise a formal complaint, please refer to our complaints procedure on our website.

You can also contact https://www.norfolksendpartnershipiass.org.uk/ for impartial advice about all issues relating to you and your child.

23. Who is the SEND Governor?

Our School SEND Governor is Diane Perry-Yates.

24. What local support is there for the parents of pupils with SEND?

Information about local support in Norfolk is called The Local Offer and is located here:**https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support**.

Please see the organisations below who can offer more support for parents.

Organisation	What they do?	Contact details
Norfolk SENDIASS	Offer free and impartial information, advice and support about SEN and disabilities.	https://www.norfolksendiass.org.uk/ 01603 704070 norfolksendiass@norfolk.gov.uk
Just One Norfolk	Single point of access for all health information.	https://www.justonenorfolk.nhs.uk/ 0300 300 0123
Norfolk Early Help and Family Support	Providing a range of help and support for families and parents who are worried about their children.	https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support
Council for Disabled Children	Information for parents who have children with a physical disability	https://councilfordisabledchildren.org.uk/
Ormiston Families	Providing a range of services to support mental health	https://www.ormiston.org/ enquiries@ormistonfamilies.org.uk 01473 724517
Family Voice	A parent/carer forum supporting families to be listened to	https://www.familyvoice.org.uk/about-us

This SEN Information Report should be read together with other policies and documents such as:

- SEN Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Admissions
- Accessibility plan
- Equality statement
- Complaints procedure
- Supporting pupils with medical needs
- Intimate care policy

Glossary of terms

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages